



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

Medical Inspection of Schools. By LUTHER HALSEY GULICK, M.D., AND LEONARD P. AYRES. New York: New York Charities Publication Committee, 1908. Pp. 274. \$1.00.

This book, as the authors state, "is one of the by-products of the 'Backward-Children Investigation'" which was inaugurated under the auspices of the Russell Sage Foundation in November, 1907; and its appearance is due to the fact that in considering the general topic of retardation, they very naturally were led to review the study of the physical welfare of the child. As a preliminary to this, in turn, it was necessary to accumulate information as to what has been done and what is being accomplished for the health of children in the different cities and countries of the world.

The subject-matter is presented under more or less loosely correlated topics as its chapters indicate: "Nature and Aims of Medical Inspection;" "The Argument for Medical Inspection;" "Historical;" "Inspection for the Detection of Contagious Diseases;" "The Work of the Teacher in Detecting Contagious Diseases;" "The School Nurse;" "Physical Examinations for the Detection of Non-contagious Defects;" "Vision and Hearing Tests by Teachers;" "Administration;" "Controlling Authorities;" "Legal Aspects of Medical Inspection;" "Retardation and Physical Defects." A valuable bibliography is submitted and three appendices are printed to illustrate or give added information on the points touched in the body of the book.

The general movement in behalf of medical inspection of schools is traceable naturally to two main sources, championed respectively by boards of health and boards of education in pursuance of the two ends represented by each, and embodied in the ideal (1) to protect the community, and (2) to secure the most favorable physical status of children on which to base an education; hence it seems altogether natural for the authors to sketch the respective aims of these two bodies of public workers, and to hazard the opinion that "effective medical inspection for the detection of communicable diseases can only be conducted by the Department of Health, or at least with its active co-operation, whereas, effective physical examination can only be conducted by the Board of Education or at least with its full co-operation." This latter work, the authors very rightly observe, "is such a technical matter, is so different from the work done by the practicing physician, as to demand special training and experience."

The need of inspection of school children for the detection of contagious diseases is very rightly emphasized, and the immensely important function of the school nurse is brought out, which naturally leads to the suggestion made that the usual administrative difficulties encountered in conducting a system of medical inspection in schools can be obviated to a very great degree by the efficient co-operation of the school nurse with the teacher in detecting the palpable symptoms of contagious diseases and in referring suspicious cases at once to the medical inspectors for more thorough examination before the child is excluded

from school. Nor should the most important features of the nurses' work be minimized, viz., the treatment of excluded cases, either personally and directly, or indirectly by instructing the parents, so that the child's loss of time from school may be reduced to a minimum; the medical officer is interested primarily in the child for the sake of the other children; the nurse is interested in the excluded child as well, and directs her activities toward gaining his return.

In the chapter on "The Nature and Aims of Medical Inspection," the enlarged obligations and duties of the state are well brought out. It is indicated that in pursuance of the end of self-protection through an adequate educational régime, there must of necessity be added to her scheme, for the same reasons, the most necessary preliminary of taking cognizance of the physical welfare of her future citizens, and this means not only guarding children from contagious diseases, but also by every available expedient to bring about hygienic conditions of their environment and the best possible bodily status in each child in order to produce the greatest returns from the instruction and training offered. The great changes that are taking place in the modes of living in the present day and generation make some such provision imperative.

With reference to the "Argument for Medical Inspection," it is shown that public schools are a public trust, and because of this the parent or guardian who delivers his child to others' care, must demand that all reasonable caution shall be exercised to protect him from harm in such palpable form as contagions offer. That, however, the child must be examined for the purpose of detecting physical defects which perchance hinder his normal progress in education is quite a different consideration. At all events, there can be no legal nor logical objection against the proper authorities exercising the *right to inform parents* of the existence of such defects in their children, and the hope is expressed that in the not distant future, all will come to realize that in the large sense, the correction of defective vision of its pupils, for instance, is as important a problem for the community as the care of an epidemic of scarlet fever.

Many samples of the formal records for guidance in conducting and reporting contagious diseases, found workable in small and large school systems, are given, together with a comparative review of the kinds of contagions that are emphasized in several of the larger cities of America.

There is much valuable social and legal history of the whole problem of school hygiene in the chapter on "Legal Aspects of Medical Inspection," showing the intimate relation which the care and control of contagious diseases in schools bears to the health and hygiene of the citizens as a whole.

In the final chapter on "Retardation and Physical Defects," which foreshadows the cardinal interest of the authors in this line of research, such statistics as were available for their use are canvassed in the endeavor to point out the rôle which physical defects play in inducing school backwardness, as compared with other factors relating to the child's actual school history. The authors call attention to the paucity of the data directly bearing on these points, but, in the opinion of the reviewer, it is more than doubtful whether the causes of backwardness in school attainments, to say nothing of factors which induce retardation, in the sense of delay in the rate of age-maturation, can ever be approximately ascertained by the use of statistics so collected and so "investigated."

Moreover it is a matter of much interest that the authors seem to have successfully exploded the argument of many physicians and certain educators to the effect that physical defects constitute *the* great cause of school backwardness, and indeed to have nullified the consequent inference that it is a direct and *financial* gain for a school system to introduce examinations for physical defects of children as well as a safe hope to entertain that by relieving these physical defects, backwardness is thereby eliminated. These preliminary data seem to show that not only do defects of children decrease with age, but that more defective children are actually found among those at and above grade than among those below grade for their years. All the tabulated results point this way with the possible exception of one table, p. 194, which may be a misprint or error of transposition.

Of course it is unwise to fail to differentiate kinds of physical defects in discussing any aspect of their relation to the topic of average progress in school work. The authors do not forget this consideration, but possibly do not sufficiently emphasize the fact that certain defects are more intimately associated with mental processes to which the schoolroom makes appeal, such as, for example, defects of hearing and of vision, which do not improve with school experience, but, on the contrary, markedly increase in kind and degree during these years.

There are many possibilities that the hasty reader of the whole argument and statement of the matter by the authors may altogether misinterpret the value of examinations for physical defects of children, and the captious critic may with justice point out that the argument has indeed overtopped itself so as to seriously menace the direct intent of the authors, who of course do not belittle the desirability and necessity of efficient physical examinations.

In general it ought to be said that this book fulfils the mission which the authors designed and announced in its preface. It gives much-needed information relative to the present status of medical inspection of schools; it touches upon the most salient features of the problems connected therewith and should be in the hands of every schoolman and every public spirited person who aims to take a broad view of the mission of public-school education.

D. P. MACMILLAN

DEPARTMENT OF CHILD-STUDY AND PEDAGOGIC INVESTIGATION
CHICAGO PUBLIC SCHOOLS

Baumbach's "Der Schwiegersohn." Edited by OTTO HELLER. New York: Henry Holt & Co., 1908. Pp. 235. \$0.40.

Moser's "Der Bibliothekar." Edited by HOLLON A. FARR. New York: Henry Holt & Co., 1908. Pp. 175. \$0.40.

Ebner-Eschenbach's "Lotti, die Uhrmacherin." Edited by GEORGE HENRY NEEDLER. New York: Henry Holt & Co., 1908. Pp. 162. \$0.35.

These three German short stories, which form the most delightful reading, can be highly recommended for second-year college German or third-year high school. They are supplied with introductions and notes, and the first two texts have a German-English vocabulary.

The three texts are well edited and carefully annotated.